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ABSTRACT

The State Council on Vocational and Technical Education in South Carolin assessed the implementation of coordination and articulation agreements and career guidance in the state between educational institutions. A questionnaire survey was developed and sent to each of the 16 technical colleges, 1 school district, and 1 vocational center in each of the 16 tech prep consortia within the state. The responses were organized by survey groups--technical colleges, school districts, and vocational centers. The comments were summarized, with findings and recommendations for each topic area. Some of the findings and recommendations include the following: (1) career guidance counseling is available at the technical colleges and in the schools, but more uniform guidance practices are recommended; (2) few institutions are using written agreements to promote cooperation and coordination--college presidents were asked to assume responsibility for creating such agreements; and (3) many secondary and postsecondary institutions are working to share resources, but more formalized arrangements are needed. (KC)

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STATE OCCUPATIONAL TRAINING ADVISORY COMMITTEE

REPORT OF AN ARTICULATION STUDY

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Prepared by
The Articulation Committee
of
The South Carolina Council on
Vocational and Technical Education,
In Its Capacity as
The **State Occupational Training Advisory Committee (SOTAC)**

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NOVEMBER 1992

Pursuant to the Requirements of the Employment Revitalization Act of 1986

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STATE OCCUPATIONAL TRAINING ADVISORY COMMITTEE
REPORT OF AN ARTICULATION STUDY

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About the State Council

The State Council on Vocational and Technical Education is a separate state agency established under the auspices of the Carl D. Perkins Vocational Education Act of 1984 (reauthorized in 1990 as the Carl D. Perkins Vocational Education and Applied Technology Act), which authorizes federal funds for vocational education in the state.

That Act specifies that for a state to be eligible to receive federal funds for vocational education, among other conditions, the state must establish a State Council comprised of 13 gubernatorial-appointed members who are representative of both the public and private sectors.

The Council's purpose is to carry out certain evaluative functions and provide advice to appropriate boards on policy matters pertaining to secondary level vocational education and to post secondary level vocational education (technical education). The Council does not conduct any educational programs, nor does it have any administrative authority over such programs.

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ERA Requirements

The Employment Revitalization Act (ERA) of 1986 designated the State Council on Vocational and Technical Education to also serve as the State Occupational Training Advisory Committee (SOTAC). Thus, while continuing to carry out its ongoing coordination and evaluation requirements as mandated by Federal law, the State Council had an additional role of carrying out the requirements contained in the ERA.

One of those requirements was that the SOTAC "make recommendations to the State Board of Education, the State Board for Technical and Comprehensive Education, the Governor's Office, and the public for improving the articulation between secondary vocational education and post-secondary technical education and between post-secondary technical education and four-year degree programs." In order to accomplish this, the SOTAC reviewed the written progress reports submitted by each area occupational advisory committee. The reports indicated the progress of area technical college commissions

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Scope of this 1991-92 Report

To satisfy the reporting requirements for 1991-92, the Articulation Committee, a standing committee of the State Council, determined that the implementation of the agreements and the resulting cooperation and coordination between institutions could best be assessed using a questionnaire survey sent to each of the sixteen technical colleges, one school district, and one vocational center in each of the sixteen Tech Prep consortia within the state. The surveys were mailed to the sample institutions on April 14, 1992, with a request for return by April 25, 1992. The response rate was slow, and a number of telephone calls requesting time extensions were received.

The responses are organized by survey groups--technical colleges, school districts, vocational centers. The comments are summarized, with findings and (a) recommendation(s) for each topic area.

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Members and staff of the State Council and the SOTAC are identical. Where the "State Council" is used in the report, it should be understood as the State Council functioning in its capacity as the State Occupational Training Committee, or SOTAC.

and local school boards in reaching the agreement required by Section 12 of the ERA and specifically identified issues, if any, delaying final agreements.

In March of 1989, the SOTAC issued its final report on the accomplishments of the Area Occupational Training Advisory Committees (AOTACs) in effecting memoranda of agreements between the technical college commissions and local school board(s).

Memoranda of agreements having been entered into by these two groups, the SOTAC turned its attention to Paragraph 3, Section 5 of the ERA. This item requires that "in 1989-90 and every two years thereafter, the State Occupational Training Advisory Committee shall monitor the implementation of the memoranda of agreement and assess the cooperation, coordination, and articulation between technical college commissions and local school boards in a report to the Governor and General Assembly." The SOTAC issued its report on articulation and cooperation among vocational education, technical education, adult education, and JTPA in June of 1990.

It should be noted that the comments only reflect the perspective of those who returned the surveys; despite second requests and telephone calls, some chose not to respond. Conditions or practices in one area of the state may not be assumed to prevail at other locations.

The information contained in the surveys has been summarized, with the original documentation available for review at the State Council Offices, 2221 Devine Street, Suite 420, Columbia, South Carolina.

STATE COUNCIL MEMBERS, WHO ALSO ARE THE MEMBERS OF THE STATE OCCUPATIONAL TRAINING ADVISORY COMMITTEE (SOTAC)

Mr. Lonnie Rowell Council Chairman	Summerville Private Sector
Mr. Frank M. Hart Vice-Chairman & Articulation Committee	Marion Secondary Education
Mr. Lamar Brabham Federal & State Requirents Committee	Columbia Private Sector
Mrs. Shirley Corbett Chair, Articulation Committee	Florence Post-Secondary Education
Mr. Gregory Guess Site Visits Committee	Aiken Private Sector
Mrs. Deanne Jolly Federal & State Requirements Committee	Columbia Private Sector
Mr. Frank Lanford Federal & State Requirements Committee	Seneca Secondary Education
Mr. John Mahon Chair, Site Visits Committee	Cheraw Private Sector
Mr. Larry Patrick Past Chairman & Articulation Committee	Bowman Private Sector
Mrs. Eunice Spillards Federal & State Requirements Committee	Ridgeland Secondary Education
Mr. James Tanner Articulation Committee	Johnsonville Post-Secondary Education
Mrs. Judith Warner Chair, Federal & State Requirements Committee	Wagener Private Sector
Dr. P. T. Williams Federal & State Requirements Committee	Sumter Post-Secondary Education

TECHNICAL COLLEGES

TOPIC AREA I: Published Articulation Procedures

Questions one and two asked about published articulation procedures and how students are introduced to those procedures. Of the thirteen technical colleges which responded to the survey, eleven have a published procedure for secondary students who wish to apply for advanced standing or credit at the post-secondary level. One responded that the procedure is not published but included in their articulation agreement. Only one response indicated that no procedure exists for their institution.

In describing the published procedures, responses ranged from very detailed information to merely referencing pages in a student handbook. Some remarks reflected the belief that it is the responsibility of instructors at vocational centers/high schools to make the information available to students; if students visit the technical college campus or if faculty visit the high school, these representatives inform students of "potential" for receiving advanced credit for programs completed at vocational centers. Other comments reflected a heavy reliance on instructions published in catalogs which students must read for themselves. From the responses there is evidence that a high degree of involvement is needed by high school instructors in processing requests for exemption credit.

FINDINGS: Responses suggest that there is no shortage of printed material regarding procedures for applying for advanced placement or credit and the course listings students can review. There appears to be no clear understanding, however, of the need for coordination between secondary and post-secondary institutions in "getting the word out" to students about how to access the written procedures to their benefit. Guidance counselors are mentioned frequently as the "communicator" of career/articulation options, and responses indicate a belief that career guidance counseling is being done. But too few students apply for advanced standing, which may be an indicator that there is not enough direct contact with students or that students do not partake of the brochures, handbooks, mailouts, and other printed materials which outline the procedures for them.

RECOMMENDATIONS: The technical colleges should continue to publish course listings of articulated programs and to advise high school guidance counselors of exemption test procedures and dates, practice dates, and application procedures. Program instructors should continue to assist students by processing advanced standing requests based on existing articulation agreements. In addition, there should be data collected on the number of students applying for advanced placement in articulated programs as one measure of the effectiveness of "getting the word out" to students. Finally, articulation should be a coordinated effort, not left up to individual institutions with no communication or cooperation. No institution should "assume" students know the procedures for applying for advanced standing or credit or that it is someone else's job to help them through the process. The State Council recommends that, in order to reach all students, explanation of the articulation process should be an integral part of the instructors' lesson plans at the secondary and post-secondary level.

TOPIC AREA II: Career Guidance Counseling

Question three asked if, to the respondent's knowledge, students were getting career guidance counseling at the secondary level as to articulated program areas. Most responses indicated that all secondary students were receiving "some level of career guidance" but that practices varied widely among the school districts. Other comments were that it was not "to the extent we would hope for... most career guidance at the secondary level emphasizes preparation for four-year degree programs." The most negative responses were that students did not receive career guidance or that it was provided "only through program teachers at present."

FINDINGS: It is encouraging that "some level of career guidance" is afforded students; however, given the enormous importance of career counseling in helping students make informed decisions about their futures, it appears from the responses that there should be more contact with students than what is being provided at the present time. Both extremes were represented in the responses: one institution claimed that they "work closely with high school administrators and guidance counselors"; another institution remarked that students "did not receive career guidance."

RECOMMENDATIONS: The State Council recommends more uniform guidance practices in the school districts with the goal of having each student counseled, at least once each year, concerning career opportunities available through articulated programs of study during a face-to-face session with a guidance counselor or other education professional who is knowledgeable about articulated programs, the procedures for applying for advanced standing or credit, and the student's capabilities and career interests. These sessions could be scheduled to coincide with placement/competency testing set up, perhaps, during the summer months.

TOPIC AREA III: Written Articulation Agreements and Articulation Committees

Question four sought to determine how frequently existing articulation agreements are reviewed and updated, with a listing of the last review date of the agreement to which each institution is a partner. Most responses indicated that there is a formal schedule for review of the written agreements, with the frequency being either one or two years. Only one technical college stated that there was no designated time frame for review, and one listed the last known review date as 1983. Several reported that the agreements were updated on an as-needed basis; one institution cited the recent conversion from the quarter system to the semester system as prompting the updates.

Question five asked whether or not an Articulation Committee was in existence in the service area. If there were such a committee, respondents were to state the frequency of meetings, the date of the last meeting, and the members of the committee. Seven responses indicated that no such committee existed. Three technical colleges replied that an articulation committee would be formed by the Tech Prep consortium members. Another response was that articulation committees for specific programs are formed and meet on an "as needed" basis, with varying membership. In addition, one technical college stated that, with nine school districts to serve, a "committee is cumbersome, but we hope to include articulation in our Tech Prep program." Most of the committee members identified were administrators and not program personnel. One technical college responded that their articulation committee is ongoing, meeting quarterly or at the call of the chairperson, with members such as school district superintendents, vocational directors, and technical college staff.

Question six dealt with established subcommittees for each articulated program, who serves on the committees, and the frequency of the meetings. Of the thirteen technical

colleges responding to this question, six stated that no subcommittees exist for each articulated program. In some instances, it was remarked, the faculty of the public schools, tech colleges, high school counselors, and tech college administrative staff operate as informal committees.

FINDINGS: The responses indicate that few institutions are utilizing the elements of the written agreements to effect the kind of cooperation and coordination they were intended to foster. The reason for this may be that no "model" exists for the agreements--there is no mandated number of meetings of committees and subcommittees for individual programs, nor are there guidelines for membership on the committees and subcommittees. In situations where there is strong leadership for implementing articulation, active participation on committees and subcommittees, and involvement between all partners of the written agreements, the benefits are great. Many institutions are expecting the Tech Prep initiative to substitute for the implementation of articulation agreements. Tech Prep is not articulation, even though it promises to substantially increase the communication and cooperation between secondary and post-secondary programs. It was not conceived or developed to supplant working articulation agreements.

RECOMMENDATIONS: The State Council recommends that each technical college take a leadership role in improving articulation. In order for articulation agreements to be effectively implemented:

- ✓ each college president should be thoroughly familiar with and understand the written articulation agreement to which the institution is a partner;
- ✓ each college president should believe in the concept of articulation and its power to assist students achieve their educational goals;
- ✓ each college president should endorse articulation by making it a priority issue at his or her institution.

In addition, the Council recommends that the State Department of Education, the technical colleges, and the school districts collaborate on a "model" articulation agreement which has more structure and guidelines concerning such elements as committees and subcommittees, composition of their memberships, and frequency of meetings.

TOPIC AREA IV: Sharing Resources and Faculty/Students Exchanges of Visits

Question seven asked if there were periodic exchanges of visits between secondary and post-secondary institutions by instructors and students of articulated programs and the approximate date of the last documented visit of instructors to an institution which is a party to the technical college's articulation agreement. Only two of the respondents stated that there were no exchanges of visits; the rest were able to report visits, with several noting that these were frequent occurrences throughout the year.

Question eight dealt with the sharing of resources among teachers and instructors and when and what resources were shared. Seven colleges reported that such sharing occurs, with resources listed as audio-visual aids, course guides, space, equipment, written materials, and in some instances equipment and labs. One college responded that "this is an excellent concept; however, the practicality makes it almost impossible." Another responded that resource sharing does not take place currently, "however plans for such sharing will be included in the Consortium's 92-93 plan."

FINDINGS: It would seem that, from the responses, many secondary and post-secondary institutions are working together by sharing resources. For those who don't or do so only on a limited basis, checking with other institutions to discover how they accomplish their cooperation would perhaps encourage the exchange. Obviously, if there are few exchanges of visits by faculty, there would be little knowledge of what resources are available at each institution. There may be a direct relationship between the amount of resource sharing and the number of visits or exchanges between the faculty at institutions.

RECOMMENDATIONS: The State Council recommends that those institutions which are engaging in resource sharing continue to do so; those who consider it "almost impossible" need to look to the example set by other colleges to see how it is being done. In addition, the Council recommends that faculty at the technical college make it a priority to visit articulated programs and meet with instructors at the feeder schools; they also should tour secondary facilities periodically and continue to be receptive to requests for information about their respective programs.

TOPIC AREA V: General Comments on How to Improve Articulation of Programs Within Individual District/Service Areas.

The final question in the survey solicited comments on how to improve articulation of programs. Some suggestions made were:

- ✓ Good working relationships between faculty/instructors in specific program areas;
- ✓ Articulation meetings are the first step;
- ✓ Counselors must get to know the tech colleges and promote them as excellent educational devices for their students who do not seek the four-year degree;
- ✓ Counselor workshops are a necessity and should include major industries;
- ✓ Need to improve communication with students about articulated course credit;
- ✓ Development of more closely matched exit criteria/entrance criteria for programs at the two levels or a better coordinated curriculum resulting in a true 2+2 or 4+2 arrangement;
- ✓ Better coordination between agencies and frequent meetings;
- ✓ Maintain the schedule of reviewing and updating all articulation agreements;
- ✓ Get public school teachers and counselors more involved by arranging visits to the college;
- ✓ Articulation would be greatly improved with periodic updating and increased dissemination of information; marketing of availability of programs needs to be improved;
- ✓ The future success of articulation will be tied directly to the success of Tech Prep.

SCHOOL DISTRICTS

TOPIC AREA I: Published Articulation Procedures

Questions one and two asked about published articulation procedures and how students are introduced to those procedures. Most of the responses reflect a heavy reliance on Tech Prep to do the job; many stated that a procedure is in the process of either being developed or written, but three districts indicated no written procedure exists. If a procedure did exist, it was printed up in a student handbook, and students are expected to get the information for themselves out of the handbook or brochure. The majority of responses reflected a reliance on guidance counselors and subject teachers to alert students about articulation procedures. Few students were reported to be taking advantage of advanced placement/credit procedures.

FINDINGS: Like technical colleges, most school districts rely on printed materials in handbooks or brochures to advise students of application procedures. And the expectation is that guidance counselors or subject teachers will help students through the process, but the numbers reported don't reflect much use of the opportunity to apply for advanced standing.

RECOMMENDATIONS: Published policies included in materials distributed to students properly noted informs them of the articulated programs and the procedures to apply for advanced standing. The State Council recommends that this practice continue. In addition, the Council recommends that districts work in concert with technical colleges and vocational centers to ensure that articulation is a coordinated effort. School districts should carefully monitor and count the number of students using the written procedures as one means of measuring whether or not the students are getting the word about how articulation works and how to apply for credit.

TOPIC AREA II: Career Guidance Counseling

Question three asked if, to the respondent's knowledge, students were getting career guidance counseling at the secondary level as to articulated program areas. All districts responding said yes to this question, but some qualified it by saying it was on a limited basis or that once the Tech Prep program is refined, "this will take place more."

FINDINGS: Students are getting some guidance but not to the extent needed and guidance practices vary widely among the districts.

RECOMMENDATIONS: The State Council recommendation is that school districts adopt more uniform guidance practices to ensure that every student receives the benefit of current information regarding his or her career opportunities. An integral part of the counseling session should be details about articulated programs of study and the procedures for applying for advanced standing or credit.

TOPIC AREA III: Written Articulation Agreements and Articulation Committees

Question four sought to determine how frequently existing articulation agreements are reviewed and updated, with a listing of the last review date of the agreement to which each institution is a partner. Most districts indicated that they were being reviewed at the present because of Tech Prep initiatives or had just been reviewed within the past years; a few responded they didn't know; two indicated that it had been at least three years since the last review.

Question five asked whether or not an Articulation Committee was in existence in the service area. If there were such a committee, respondents were to state the frequency of meetings, the date of the last meeting, and the members of the committee. Responses to this question varied widely, ranging from "there is no such committee" to "yes, monthly meetings" or "we have had one meeting to date, the conversion at the technical college is complicating matters"; "in name only"; "yes, a biennial review is required by our agreement." Most of the members of the committees are administrators, department heads, and decision makers as well as some instructors, counselors, and industry representatives.

Question six dealt with established subcommittees for each articulated program, who serves on the committees, and the frequency of the meetings. Eleven districts responded that they have subcommittees which were functional; one responded that there are no such committees. The bulk of the members were department heads or administrators, and the meetings were held as needed or annually.

FINDINGS: The responses reflect quite clearly that there were few districts which had working articulation committees. In fact, the answers pointed out that the full implementation and usefulness of the written agreements executed several years ago has not been achieved.

RECOMMENDATIONS: The State Council recommends that school districts promote working articulation committees and subcommittees and that faculty and administrators alike become familiar with their district's articulation agreements. These documents were intended to foster cooperation and communication between secondary and post-secondary institutions--they cannot serve their intended purpose if these groups are not aware of their contents.

TOPIC AREA IV: Sharing Resources and Faculty/Students Exchanges of Visits

Question seven asked if there were periodic exchanges of visits between secondary and post-secondary institutions by instructors and students of articulated programs and the approximate date of the last documented visit of instructors to an institution which is a party to the district's articulation agreement. All but four responses indicated that there were periodic exchanges of visits; one district remarked that there were "some--not nearly as it should be." Other comments included "irregular" and "no" visits made.

Question eight dealt with the sharing of resources among teachers and instructors and when and what resources were shared. Five districts responded that this does not happen, but six reported good sharing of resources in such programs as welding, automotive, and business courses. Shared use of building or classroom space was reported as well.

FINDINGS: The responses indicate that there are districts which are cooperating with other groups to share resources and to promote exchanges of visits.

RECOMMENDATIONS: The State Council recommends that the districts continue the practice of sharing resources and encouraging exchanges of visits. Those districts whose administrators and faculty do not make exchanges of visits should have the opportunity to do so. By visiting other facilities, instructors will know more about the resources available and the scope of the programs offered. In addition, it will allow them to share interests and concerns with their colleagues in their program area at the post-secondary level.

TOPIC AREA V: General Comments on How to Improve Articulation of Programs Within Individual District/Service Areas.

The final question in the survey solicited comments on how to improve articulation of programs. Some suggestions made were:

- ✓ More time set aside for sharing ideas--recruiting students to technical colleges;
- ✓ Federal and state "seed" funds provide instructor release time for joint curriculum planning and coordination and provide development assistance to help make the articulation process work;
- ✓ Extend the Preparation for Technologies Program and articulation awareness activities into the early middle school grades so to better prepare students to make important educational course selections and career decisions as they enter high schools;
- ✓ More frequent service area meetings; break the turf barrier of technical education instructors;
- ✓ Visitation of students to the course to be articulated;
- ✓ If more structure were added and more importance given to the process by both parties involved, there would be a definite improvement--Tech Prep will also have a positive impact.

CAREER CENTERS

TOPIC AREA I: Published Articulation Procedures

Questions one and two asked about published articulation procedures and how students are introduced to those procedures. Most responses indicate a reliance on a procedure published in a handbook or brochure; one response described how each program instructor had an approved articulation notebook with the agreements, applications, sign-off sheets, and stated objectives. Most noted that there was such a procedure, but one response indicated that they didn't recall what it was because "I don't work with them."

In regard to making students aware of the procedure, many classroom teachers are relied upon to advise students of the procedure; in one response guidance is identified as the method of advising students (however, it is interesting to note that this center reported that no students applied for advanced standing); orientation sessions provided by counselors each year was identified as another means of informing students of the process. In addition to these methods, Career Fairs are utilized and all 10th graders are given information (this center reported five students using the articulation procedure for advanced standing); secondary instructors and field trips to post-secondary institutions (nine students applied in this instance). At one center which utilizes the handbook approach, with instructors assisting students in arranging for tests, eight students applied.

FINDINGS: The responses indicate that the career centers are using several different approaches in getting the word out to students about articulated programs and the procedure for applying for advanced standing. However, the reported number of students actually using the procedure is not high.

RECOMMENDATIONS: The State Council recommendation is similar to that made to technical colleges and school districts--counselors and classroom teachers should continue to offer assistance to students wishing to use the procedure set out in written articulation agreements. Data should be collected on the number of students using the procedure as one measure of whether or not students know about and use the procedure. Again, the Council encourages cooperation and coordination between the career centers, school districts, and the technical college in implementing articulation agreements. In addition, it is recommended that lesson plans at the beginning of the school year and at the beginning of the second semester include a lesson on articulation procedures, with the information being included as test material or quiz items.

TOPIC AREA II: Career Guidance Counseling

Question three asked if, to the respondent's knowledge, students were getting career guidance counseling at the secondary level as to articulated program areas. Most responses indicated that all secondary students do receive career guidance counseling. Additional comments were that vocational guidance counselors at the high school were responsible for counseling students; guidance began at the 8th grade with brochures and a video for orientation at the end of each grade level (9-12); the occupational specialist and the guidance counselor inform students in all second-year programs about advanced placement programs, and during registration students from feeder schools learn about Tech Prep and advanced placement classes.

FINDINGS: The responses indicate that students are receiving guidance counseling but the practice varies widely among the vocational centers.

RECOMMENDATIONS: The State Council recommends that the vocational centers review their guidance procedures and compare them with those at facilities where significant numbers of students are applying for advanced standing or credit. It may be that some centers could benefit from adding or changing some guidance practices to ensure that students are getting the assistance they need to make informed choices about their education.

TOPIC AREA III: Written Articulation Agreements and Articulation Committees

Question four sought to determine how frequently existing articulation agreements are reviewed and updated, with a listing of the last review date of the agreement to which each center is a partner. Most responded that the agreements are reviewed annually; one response was that "they don't know"; two responses were that the agreements are in the process of being reviewed; and another comment was that there is no procedure for a periodic review of the written agreement.

Question five asked whether or not an Articulation Committee was in existence in the service area. If there were such a committee, respondents were to state the frequency of the meetings, the date of the last meeting, and the members of the committee. There were five responses indicating that an Articulation Committee does exist and does meet; three responses were that no committee exists; one didn't know.

As to the membership of the committees, most members of the committee were instructors, vocational directors, or program advisory members; one reported that the executive committee currently served as the articulation committee, and this group will be replaced by the Tech Prep Committee in July 1994.

Question six dealt with established subcommittees for each articulated program, who serves on the committees, and the frequency of the meetings. Five responses indicated that subcommittees for each articulated program exist and that they meet with varying degrees of frequency (for example, every two years, twice per year, "regularly", or quarterly). Three centers reported that there were no subcommittees, and one response was "I don't know."

The membership of these subcommittees was listed as instructors, department heads, advisory board members, instructors from secondary and post-secondary institutions, and vocational center directors.

FINDINGS: The responses indicate that a number of career centers are working toward implementing their articulation agreements through committees and program subcommittees; however, there were several responses which show that not all centers are utilizing the elements of the written agreements to achieve the kind of cooperation and coordination they were intended to foster.

RECOMMENDATIONS: The State Council recommends that all career center personnel become familiar with their respective articulation agreements and that the members of the articulation committees and subcommittees strive to meet regularly.

TOPIC AREA IV: Sharing Resources and Faculty/Student Exchanges of Visits

Question seven asked if there were periodic exchanges of visits between secondary and post-secondary institutions by instructors and students of articulated programs and the approximate date of the last documented visit of instructors to an institution which is a party to the career center's articulation agreement. Seven responses indicated that there were periodic visits made, and a sample of the frequencies listed were as follows: six within 1992 school year; two during 1991; one "not sure." One response was that visits are not made, and one stated that they "didn't know."

Question eight dealt with the sharing of resources among teachers and instructors and when and what resources were shared. Seven career centers responded that resource sharing among teachers and instructors from other institutions occurs; the items mentioned most frequently were printed material, instructional expertise, and supplies (on a limited basis). One response was "no"; another was "unsure."

FINDINGS: The comments show that sharing of resources is taking place. This activity could increase if there were more exchanges of visits by the instructors so that they would be better acquainted with the resources at other facilities. Resources naturally include the expertise and experience other program instructors could share with visiting instructors.

RECOMMENDATIONS: The State Council recommends more frequent exchanges of visits between students and instructors of the career center and other institutions, such as the technical colleges. Such involvement can only serve to improve the communication lines between groups; visitors will learn about the resources available at the career center, and career center students and instructors will better understand the programs and services available at other institutions.

TOPIC AREA V: General Comments on How to Improve Articulation of Programs Within Individual District/Service Areas.

The final question in the survey solicited comments on how to improve articulation of programs. Some suggestions made were:

- ✓ more frequent service area meetings;
- ✓ closer coordination with high school guidance departments and the technical college;
- ✓ unified efforts between technical colleges and high schools; the administrators of technical colleges and career centers should set up a yearly calendar of meeting times;
- ✓ communication up and down;
- ✓ continued meetings, updating and looking for ways to improve the articulation agreements;
- ✓ expanding the present arrangement with local colleges and initiating articulation efforts between area colleges not now genuinely participating;
- ✓ better communication to individual career centers from the technical colleges in their service areas;
- ✓ organize articulation committees with subcommittees for each articulated program area. These committees should be functional with meetings held regularly to ensure that the agreements/competencies are updated as necessary. This is currently being planned to be put into effect through our Tech-Prep Consortium, which came into existence during the current school year.

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